

# Statewide System of Support



2012/13

# New Identification for Title I Schools

- **Priority Schools** *(Persistently Lowest Achieving Schools on the Top to Bottom List)*
- **Focus Schools** *(Schools with the largest achievement gaps)*
- **Reward Schools** *(Schools making large gains: highly achieving or highly improving)*

# MDE's Hypothesis

- If we combine the successful elements of the current Statewide System of Support (SSoS) with the implementation of a Transformation or Turnaround Plan, schools have the opportunity to make rapid achievement
- If districts and schools use their Title I money to support the SSoS and Transformation/Turnaround Plan, students have the opportunity to increase student achievement rapidly

# Reward Schools

[www.mi.gov/rewardschools](http://www.mi.gov/rewardschools)

- Three ways to be named a **Reward School**:
  - Top 5% on the Top to Bottom ranking
  - Top 5% making the greatest academic progress
  - A “Beating the Odds” school

# Focus Schools

[www.mi.gov/focusschools](http://www.mi.gov/focusschools)

- **Focus Schools** are the 10% of schools with the largest achievement gaps
- **353 Focus Schools**
  - 188 Title I
  - 165 non-Title I

# MI Excel Supports

## Title I Focus Schools receive:

- District Improvement Facilitator
- Data Package
- District Toolkit

<http://mitoolkit.org/category/school-design/>

# Requirements and Supports for Title I Focus Schools

- **District Improvement Facilitators** engage in professional dialogue with district administrators
  - Deep diagnostic data analysis
  - Differentiated district support for Focus schools
  - Revised District Improvement Plans
- **District administrators** engage in professional dialogue with their Focus Schools
  - Deep diagnostic data analysis
  - Revised School Improvement Plans

# Superintendent's Dropout Challenge

- To be implemented if the district/building is not currently participating

[michigan.gov/dropoutchallenge](http://michigan.gov/dropoutchallenge)

# Title I District Set Aside

An amount equal to 10% of LEA allocation in first year of identification, 15% in the second year and 20% in the third and fourth years of identification

- Transportation for Public School Choice (required)  
AND after the above is met in all years,  
at least one of the following :
  - Provide a multi-tiered system of interventions if the school does not currently implement one
  - Professional learning on research-based instructional interventions aligned with the needs of students and staff

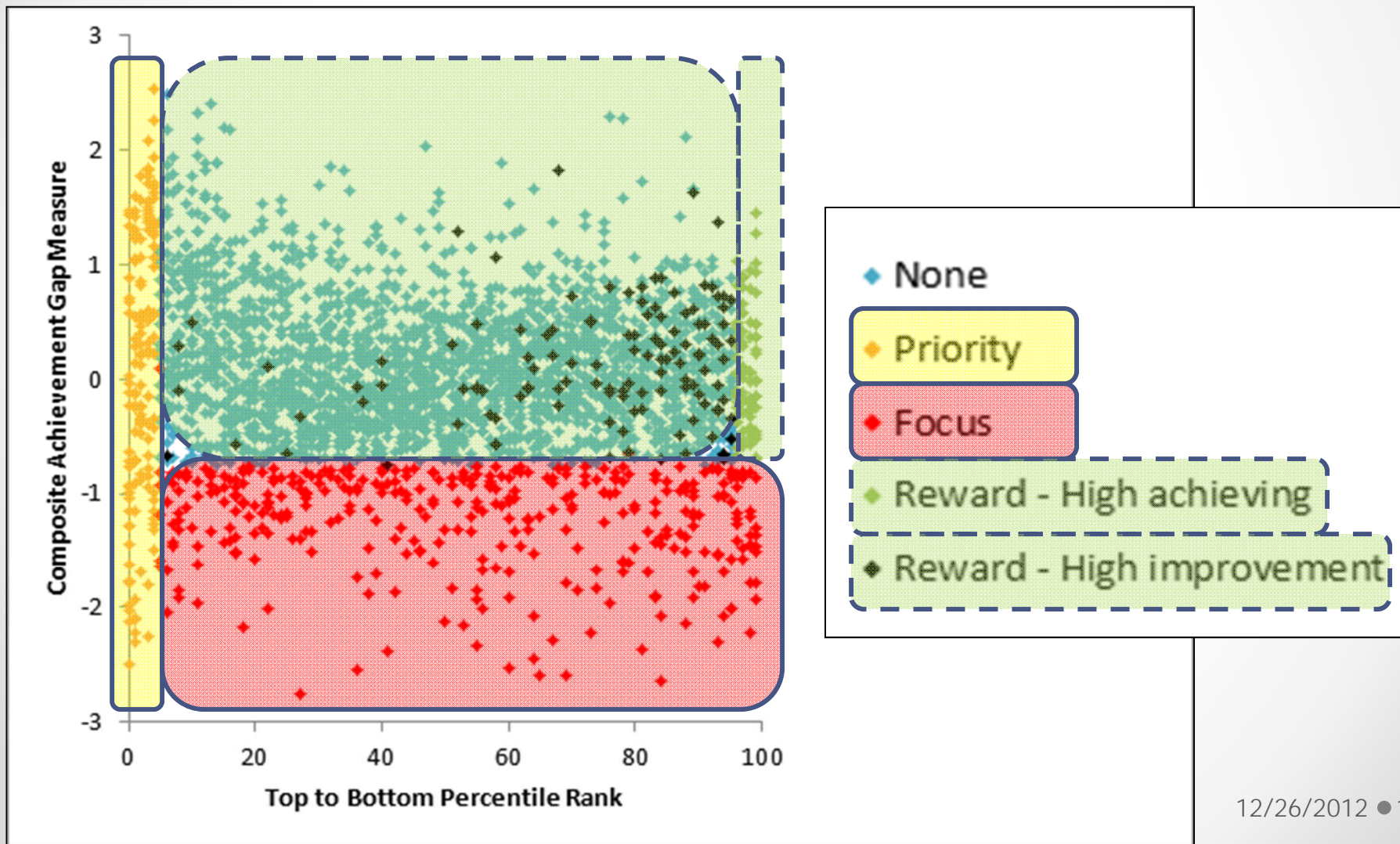
**REQUIRED** if school is identified for third and/or subsequent years: Contract with a District Improvement Facilitator that was provided by MDE in Years One & Two

# Title I Building Set Aside

An amount equal to 10% of the building allocation

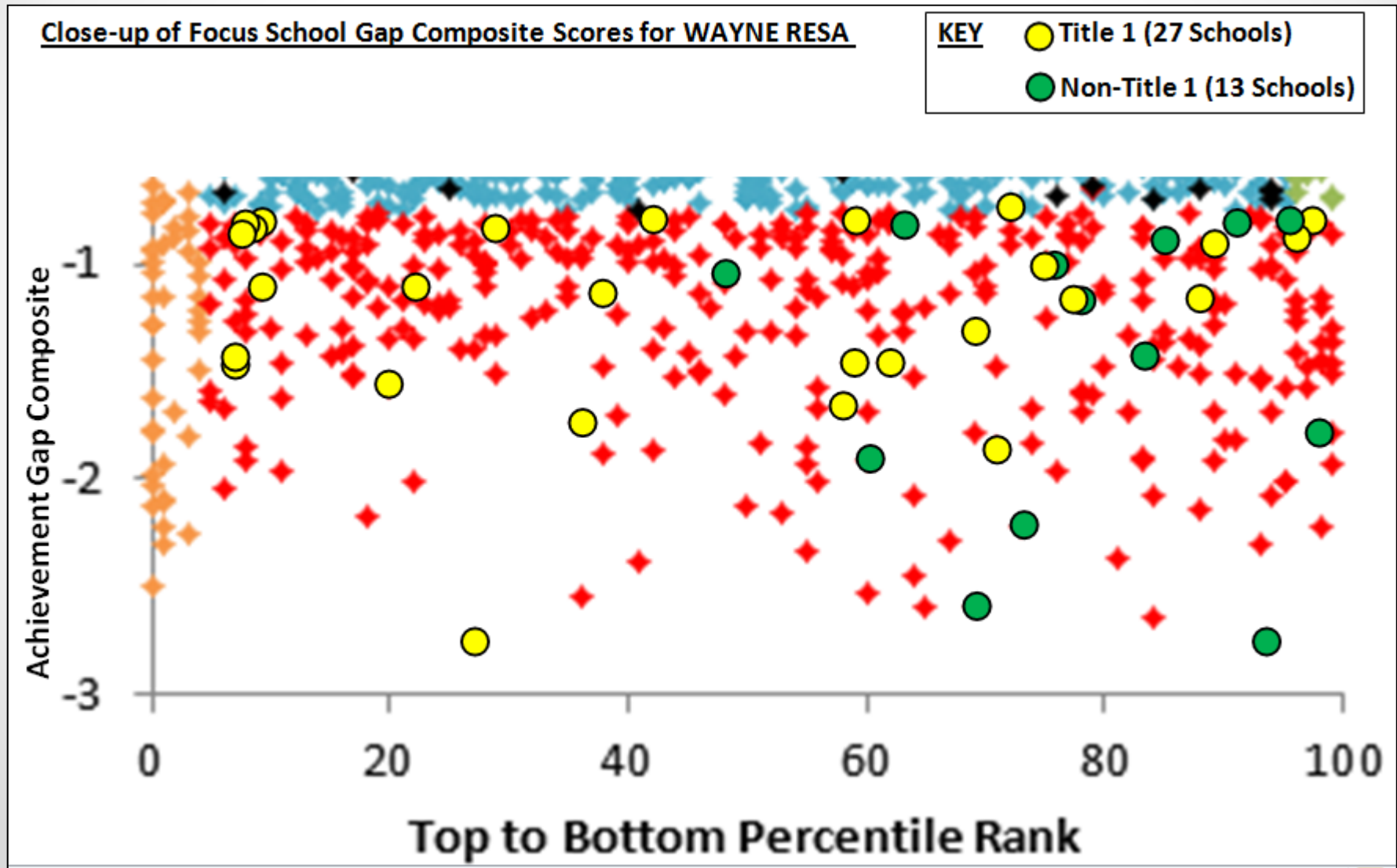
- Professional learning on implementation of multi-tiered system of supports and/or research-based instruction of students in lowest performing student groups
- Provide weekly/daily time for teacher collaboration
- Contract for the administration of Surveys of Enacted Curriculum
- Contract with the local ISD/ESA for a School Improvement Review
- Professional learning about implementing Essential Elements if MI-ACCESS students in the bottom 30%
- Culture/climate interventions as needed

# Graphical Depiction of Focus, Reward *and* Priority Schools



# Example: WAYNE RESA

## Title 1, Non-Title 1 Focus Schools



# What do you think?

- From what you know and have heard now, what do you think about Reward and Focus Schools:
  - *What makes sense?*
  - *What needs clarification?*
  - *What questions might you have?*

# Priority Schools

[www.mi.gov/priorityschools](http://www.mi.gov/priorityschools)

- 126 Priority Schools
  - 103 Title I
  - 23 non-Title I

# School Reform Office

- The SRO is ultimately responsible for all Priority Schools
  - Provide all training for Reform/Redesign Models
  - Provide technical assistance for writing of Reform/Redesign Plans:
    - Closure
    - Reopen
    - Turnaround
    - Transformation
  - in conjunction with SSoS for Title I schools
  - Approve all Reform/Redesign Plans
  - Monitor approved plans in conjunction with Intervention Specialists and School Improvement Facilitators for Title I schools

# MI Excel Supports

- Year One Title I Priority  
Districts/Schools will have:
  - School Improvement Facilitator
  - School Support Team
  - Intervention Specialist
  - Data Wall
  - District Toolkit
  - Surveys of Enacted Curriculum

# MI Excel Supports

- Years Two and up Title I Priority Districts/Schools will have:
  - School Improvement Facilitator
  - School Support Team
  - Intervention Specialist
  - Surveys of Enacted Curriculum
  - SSoS components that meet the school's needs
    - Content coaches
    - Professional learning
    - Culture/Climate Intervention
    - MDE approved Restructuring Model from an outside vendor

# School Support Teams

- Not part of any waiver changes
- Still required in all Title I Priority Schools
- School Improvement Facilitator role is different in Year One schools than in Years Two and up schools

# SSoS – Intervention Specialist

Intervention Specialists in Title I Priority Schools:

- Assist the school in writing its R/R Plan
- Improve support for turnaround efforts at the district and building levels through technical assistance
- Use a deep diagnostic tool to uncover barriers to district support of priority schools
- Direct the revision of the district Improvement Plan
- Provide support to leadership regarding the implementation of Turnaround or Transformation Plans
- Observe and report on the implementation of Turnaround or Transformation Plans

# Superintendent's Dropout Challenge

- To be implemented if the district/building is not currently participating

[michigan.gov/dropoutchallenge](http://michigan.gov/dropoutchallenge)

# Surveys of Enacted Curriculum

Taken by Core Content Teachers

- Teacher survey of practices and instructional content
- Responses can be aggregated if there are three or more teachers at the same grade teaching the same subject
- Content results can be compared to the Common Core State Standards
- Use of instructional practices can be compared to other teachers

# Title I District Set Aside

20% of LEA Title I Allocation

- Transportation for Public School Choice (required)  
AND at least one of the following six options:
- Support of Increased Learning Time (required in Transformation and Turnaround Plans)
- Implement or strengthen a multi-tiered system of support
- Professional learning aligned with the needs of students and staff

# Title I District Set Aside

20% of LEA Title I Allocation

AND at least one of the following continued:

- Obtain process improvement consultation for district system-level redesign in service of rapid school turnaround.
- Release time for a teacher-leader to provide technical assistance to school and district stakeholders to understand the reform-redesign requirements into the school and district improvement plan during the planning year.
- Administer interim baseline assessments which will supplement the district's universal screening assessment with additional diagnostic data and progress monitoring of student achievement.

# Title I Building Set Aside

An amount equal to 10 % of the building allocation

Choose at least one of these options:

- Professional learning on implementation of strategies aligned to the data-derived Turnaround or Transformation Plan
- Contract with the local ISD/ESA for a School Improvement Review
- Provide daily/weekly time for teacher collaboration
- Culture/climate intervention, use of time analysis or culturally responsive teaching interventions as indicated by needs

# What do you think?

- From what you know and have heard about Priority Schools:
  - What makes sense?
  - What needs clarification?
  - What questions might you have?

# MDE's Waiver Application is Based on the Research that says...

Significant change in most  
organizations, corporations  
included, comes from the inside.

*John Goodlad*

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